

## PERSONAL SKILLS 2 ACTIVITIES

Course Code: 2858

### A. INTERPERSONAL RELATIONSHIPS (Relationship Strategies)

#### 1. Explore relationship influences on the family as affected by family structure, family size, and birth order.

- **SOMETHING TO PONDER** – How are groups, including gangs and cults, like a family? Unlike a family? (Ex gang members state that teens join gangs to get respect. Peer pressure and a feeling of belonging to something important are also influential. The gang provides for physical needs. Gang leaders provide a sense of approval and acceptance.) Does membership in a group or gang indicate that the biological family has failed? Is a gang a biological or psychological grouping? Explain answers.
- **T V FAMILIES** – Brainstorm a list of television shows that depict family. Watch a minimum of two television shows. What types of families are depicted (nuclear, extended, single parent, blended, or communal)? Are these families realistic? In what ways are the families unrealistic (for example, too perfect, problems are easy to solve, too comical, too stereotyped, outrageous, or too sweet)? How are these families meeting the needs of its members? What are some unique characteristics of different family types? Do the family members show respect and love for each other?

#### 2. Describe ways to reach short-term and long-term goals.

- **SHOES IN THE FUTURE** - Have students draw the shoes they will be wearing ten years from now. Provide paper, markers, and scissors. Cut around the shapes of the shoes. Be sure students write their names on the backs of the shoes. Display the illustrations on a bulletin board or cabinet area. Ask students what these shoes have to do with goal setting. Evolve a definition of the term goal. Have students suggest examples of goals related to the shoes.
- **HABIT FORMING GOALS** – Have students determine three long term goals. In small groups, brainstorm related short-term goals and resources available. Discuss how a positive attitude helps one achieve goals.

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### B. CONSUMER SERVICES (Cash and Consumers)

1. **Interpret consumer information to enhance the quality of life, ensure safety and well-being, and save resources.**
  - **CATALOG CONSUMER RESOURCES-** Make a card file of names, addresses, and phone numbers of places where consumers can get help (such as, consumer columnists, government agencies, and consumer groups). Place the index cards in alphabetical order by agencies. Punch a hole in the top left corner of the cards and insert a ring to hold the directory together. Design a construction paper cover for the address book. Include one card with step to follow when registering a complaint.
  - **BETTER BUSINESS BUREAU** – Invite a representative from the Better Business Bureau to the class to share information about the kinds of complaints that are most common. They can also share information about the kinds of services the Better Business Bureau provides.
2. **Describe money management skills.**
  - **Bulletin Board** - Create a bulletin board titled, “Build An Emergency Nest Egg.” Coming up for the bottom of the board place a tree trunk with branches. At the top of the trunk have a real or illustrated bird nest with dollar signs coming out. On each branch write one money saving tip for “hard times.”
  - **WIN AT A LOSING GAME** – Make a list of 20 ways to save money at the spending game. Title this sheet, “be A Good Loser!” Make a master list eliminating duplication of ideas. Distribute to students and parents.
  - **SHOPPING LIST CHALLENGE** – In pairs brainstorm a list of 30 food and nonfood items found in grocery stores. Write shopping list groupings of items on the board: meats, dairy, frozen foods, canned foods, bakery, delicatessen, producer, staple foods, and nonfood items. Write the items under the appropriate categories to create a shopping list.
  - **WASTE MANAGEMENT** – Brainstorm ways family members waste food resources: time, energy, skill in food preparation, storage space, transportation, and money. Generate ten suggestions for wise use of food resources.

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### C. HOUSING AND INTERIORS AND FURNISHING (Creating Environments)

#### 1. Describe methods to maintain a clean and safe home environment.

- **CONFLICTING STANDARDS** – Lead a discussion on if and how teen standards differ from parent's standards as to what is "neat" and "clean." Does this cause conflict in the family? Why do the students think their standards are different? How can this problem be solved to everyone's satisfaction?
- **INTERNET SEARCH** – Using a search engine, enter the words "house cleaning." Find general house cleaning tips, as well as suggestions for cleaning bathrooms, kitchens, floors, stains and odors, and miscellaneous items. Create an information tip-sheet.
- **NATURALLY** – Make a poster showing natural home cleaning product recipes which use simple, old-fashioned materials. PageWise at [http://id.essortment.com/naturalcleaning\\_rjae.htm](http://id.essortment.com/naturalcleaning_rjae.htm). Other sites can be accessed by using the key words "house cleaning natural" in a search engine.

#### 2. Determine the proper steps to follow in a variety of home repair emergencies.

- **SHOW AND TELL** – Gather common tools used for household repairs. Show the tools, give the correct names, and explain common tasks for which the tools are used.
- **GUEST SPEAKER** – Invite the owner of a local hardware store or a representative from the home maintenance store to show, discuss, and demonstrate common household repair tools.
- **SAFETY PRACTICES** – Explain safety practices for working with non-power tools. Stress the importance of using common sense and a clear head when using tools of any kind.
- **NAME THAT REPAIR TOOL GAME** – Divide the class into two teams. Give one student volunteer from each team the same name of a home repair tool to illustrate. Team members must not know what the term is. At a signal, the two students sketch the tool on the board. The first team to guess the drawing and state what the tool is used for receives a point. Continue playing to include as many student illustrators as possible in the game.

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### D. EARLY CHILDHOOD (Win With Kids)

#### 1. Describe early childhood activities that foster future success.

- **AN OPENER** - Ask students to react to the following statement:
  - “I believe all kids are born to win. Unfortunately, many of them have been conditioned to lose.” Zig Ziglar
  - How are children conditioned to lose? Relate comments to sense of self-worth.
  - “Parents who focus on negative behavior and ignore the positive create within their child a poor self image.” E. Kent Hayes
  - How do children develop self-esteem? Can self-esteem be phony without substance? How can adults help children increase their self-esteem?
- **ENCOURAGING WORDS** – Children need encouragement. With encouragement, children can move mountains. It helps them to try and to succeed. Generate a list of 25 words or sayings that encourage children. Write these on notebook paper. Practice using these words throughout the class period everyday.
- **CHORES FOR CHILDREN** – Brainstorm responsibilities young children can handle, such as, put toys away, help sort laundry, dress oneself, set the table, and empty wastebaskets. How can accepting responsibility help develop self-esteem?

#### 2. Analyze the effects of media and environmental influences on young children.

- **A TV BY MANY OTHER NAMES** – Ask students to explain why the television has gotten nicknames such as “boob tube” and “idiot box.” Why do people turn into “couch potatoes” when they watch television?
- **GIVE YOURSELF A GIFT** – Have each student estimate the total number of hours spent per week, per month, and per year watching television based on the amount of time spent per day.
  - If you are given those same hours to spend in one year to do anything your heart desires, and success was guaranteed, what would you do?
  - How would you feel about your success?
  - Would it be worth it to not watch television during the year?

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### E. TEXTILES AND APPAREL (Creating Style)

#### 1. Demonstrate safety procedures and the proper care and use of large and small equipment.

- **SAFETY CONSEQUENCES** - Explain the cause/effect relationship of hazardous sewing behaviors. Write correct safety rules in complete sentences.
- **SEWING SENSE** – Write the words below on small slips of paper. Pass the papers to small groups of students. Have students generate lists of safety rules regarding the given topics. Award extra credit points for those with the longest list. Have each group report the safety rules generated.

#### 2. Determine appropriate textile products for various uses.

- **FABRIC- FRIEND OR FOE?** – Provide fabric swatches to small groups to determine the degree of difficulty to sew. Students must defend their choices in a large group discussion.
- **QUALITY TEST** – Provide a sampling of fabrics-good, medium and poor quality – for specific end uses. Ask students the following questions:
  - Does the fabric have holes, snags, or flaws?
  - Is the fabric pleasing and comfortable to the touch?
  - Is the color and pattern uniform?
  - Is the fabric light-weight, soft, or slinky making it difficult to sew?
  - Does the fabric have an acceptable drape?
  - Are the crosswise and lengthwise threads at right angles? On grain?
  - Will this fabric ravel?
  - Is there a one-way design or nap?
  - Will this fabric shrink or distort in washing?
  - Does this fabric have to be dry cleaned only?
  - Is the fabric design colorfast?
- **END BOLT LABELS** - Gather a variety of bolt boards from stores that sell fabric. Study the end bolt labels. Ask questions and allow time for students to locate the answers. Discuss the importance of reading and understanding end bolt labels before purchasing fabrics.

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### F. NUTRITION AND WELLNESS (Food Matters)

#### 1. Demonstrate safety and sanitation procedures while working in the kitchen.

- **KITCHEN SAFETY TEST** – Have students take a kitchen safety test. The safety test should cover safe use of kitchen utensils and equipment as well as food safety and sanitation.
- **SPOT THE HAZARDS** – Set up various safety hazards in the kitchen areas and ask students to work in teams to identify the hazards. As they identify each hazard, have students explain why it is a hazards and rules that will help to avoid the hazard.
- **CREATE A KITCHEN CULPRIT** – Design a “kitchen culprit” by creating safety and sanitation posters for the classroom. Make a rough draft of the poster for an assigned safety rule. Students can select small slips of paper out of a bowl with safety rules written on them. Provide poster board or butcher paper and markers.

#### 2. Identify symptoms and treatment of malnutrition, eating disorders, and obesity.

- **DIET PRODUCTS** – Bring a number of diet products to class, such as appetite suppressors or powdered drink mixes. Name some well-known diets. Write the label ingredients on the board. Ask students to read the names of the ingredients. Many of these words will be difficult or impossible to pronounce. A general key to eating any food is: “If you can’t pronounce it, don’t eat it!” Determine the amount of nutrients, chemical additives, and preservatives present in these products. Discuss the yo-yo syndrome.
- **NEWS CLIP** – Collect news articles about unhealthy weights and various type of diets or diet aids. Develop questions from the information in the article. Research information and report findings. Discuss the findings.
- **POSTER CONTEST** – Plan a “Healthy Weight Poster Contest.” Have students design posters that depict the health hazards of being over- or under-weight. Explain how to maintain one’s ideal weight, illustrate the two basic body shapes and their related health risks, or provide suggestions for long-term weight loss. Allow students to study the finished posters. Award prizes for outstanding work. Display posters in a well-traveled school hallway or local grocery stores.

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### G. CAREERS (Career Exploration)

1. **Describe various ways to prepare for employment.**
  - **DISCUSS THE IMPORTANCE** – Discuss the relationship between in-school performance and on-the-job success.
  - **“YOU’RE HIRED!”** – List ten reasons “why someone should hire me!” Allow classmates to contribute positive comments to each other’s list.
  - **SELF ADVERTISEMENT** – Write an advertisement stating personal qualifications for employment.
2. **Identify careers within a career cluster.**
  - **PERSONAL INVENTORY** – Complete an informal assessment sheet to determine the three highest career clusters of interest. Research the career cluster and list jobs of interest, qualification, salary and job availability. <http://www.careerclusters.org/pdf/preferred/InterestSurvey.pdf>
  - **CAREER CLUSTER COLLAGE** – As a large or small group project, have students collect pictures depicting various career clusters and make a career cluster collage for each of the sixteen clusters.
  - **GUEST SPEAKER** – Invite a guest speaker from a local employment agency to discuss different job openings available in the community. The discussion should include position, titles, job responsibilities, earnings, education and job availability projections.
3. **Present oral and written information in a professional manner.**
  - **WHAT’S IN A RESUME?** - Write a simple resume for oneself. Research simple resumes and discuss the headings and suggest information that should be included.
  - **FACT FINDING** – Fill out an index card with pertinent information usually asked on job applications. Carry this card when filling out job applications and when going to job interviews. Include the following information on the card:
    - Personal information: complete name, address, telephone number, and Social Security number.
    - Education: names of schools, addresses and dates.
    - Interests, hobbies, activities, organizations, and honors.
    - Work experience: employers, dates of employment, addresses, and names of immediate supervisors. Include volunteer experiences.
    - References: Names, relationship, addresses, and telephone numbers.

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Activities taken from Personal Skills Curriculum Guides developed by Beth Zitko-Peters.

### **Curriculum Guides Available for Personal Skills 1 and 2:**

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